**K-5 ELA Lesson Plan**

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| **Teacher: Karen Cermak-Serfass** | | **Grade: 2** | | | **Date(s)**: 8/27/2012 and 8/28/2012  Monday and Tuesday |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task: Task One**  **STORY MAP** | | |
| **Essential Question(s):**  **How does asking and answering questions help me understand key ideas and details while I read?**  **What is the best way to share a story with an audience?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Chart Paper** * **Markers** * ***It’s Mine!,* Leo Lionni** * **Pencils** * **Paper** * **Art supplies** * ***Chrysanthemum,* Kevin Henkes** * **Document camera** * **Book baskets [biographies and character]** * **Student notebooks** * **Laminated STORY MAP anchor chart** * **Student copies of story map** * **5 Star Writer Checklist anchor chart** * **Individual Student 5 Star Writer Checklist** | | | | **key idea story**  **plot setting**  **major events topic**  **capitalization facts**  **context clues noun**  **conventions verb**  **punctuation opinion**  **details adjectives**  **adverbs period**  **question characters** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  xModeled  xShared  xGuided Practice  xIndependent | **Reading**  **Standards:**  **RL. 2.1 Ask and answer such questions as who, what, where, why and how to demonstrate understanding of key details in the text.**  **RL. 2.3 Describe how characters in a story respond to major events and challenges.**  **RL. 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**  **RL 2.7 Use the information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **I Can Statement(s):**   * **I can identify all the elements of a story.** * **I can accurately describe my Story Map.** * **I can identify major events and challenges in a story.** * **I can share ideas about the ways characters respond to major events and challenges.**   **Instructional Plan: [See below: Speaking/Listening]**   1. **Whole Group: Teacher read aloud: *It’s Mine!,* Leo Lionni.** 2. **Revisit text orally with whole group and model the STORY MAP structure on the anchor chart.** 3. **Special focus on PARTS of a story with emphasis on the CHARACTERS, the PROBLEM, EVENTS, and the SOLUTION** 4. **Use the story theme [sharing, collaboration, friendship] to guide discussion about classroom rules and collaboration.** 5. **Partner/small group: Ask students to work together and discuss some rules or ideas about the best way to solve problems and accomplish goals in the classroom. [informally assess students conversation style]**   **[Day Two]**   1. **Whole Group: *Chrysanthemum,* Kevin Henkes: Repeat read aloud and discussion procedure with PARTNERS** 2. **Partner Work: Partners work together to complete the story map [informally assess student work]** 3. **WHOLE GROUP: Share the story map, revise as needed** 4. **Independent Work: Fold a piece of paper in half. On one side, write the PROBLEM the character had to solve. On the other half of the paper, write the SOLUTION to the problem. Illustrate. This activity is supported in writing part of the lesson. [Assess student sentence structure].** | | | | |
| **Gradual Release of Responsibility:**  xModeled  xShared  xGuided Practice  xIndependent | **Writing**  **Standards:**  **W. 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  **W. 2.8 Recall information from experiences or gather information from provided sources to answer a question.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing**  **I Can Statement(s):**   * **I can demonstrate an understanding of character, setting and plot.** * **I can use my 5 Star Checklist when I write.**   **Instructional Plan:**   1. **Whole Group : Brainstorm classroom rules. Write them on the board in a concise and positive list that will set the standard for the year. [no more than 5!]** 2. **MODEL the writing conventions for punctuation and grammar as rules are listed on the board.** 3. **Independent Work: Students will create a “Rule Booklet” which includes the 5 classroom rules- Write the rule and illustrate.**   **[Day Two]**   1. **Partner Work: Partners work together to complete the story map [informally assess student work].** 2. **Whole Group: Model character problem/solution activity below.** 3. **Independent Work: Fold a piece of paper in half. On one side, write the PROBLEM the character had to solve. On the other half of the paper, write the SOLUTION to the problem. Illustrate[assess student sentence structure].** | | | | |
| **Gradual Release of Responsibility:**   * Modeled   xShared  xGuided Practice  xIndependent | **Word Study**  **Standards:**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing**  **L. 2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**  **I Can Statement(s):**   * **I can use a dictionary to check the meanings and spellings for my weekly word work.** * **I can successfully spell my weekly words.**   **Instructional Plan:**   1. **Spelling Brainstorm for vowel controlled /r/ words. The word pattern is displayed on the board. A model for the word pattern is displayed for the students.** 2. **Partner and or Independent Work: Students are given time to search the room, books, charts, reference for words that fit the pattern. They use their student notebooks to create a student written list.** 3. **Whole Group: Teacher makes a list of student generated words on the board; reinforce the pattern as list is being made.** 4. **Independent Work: 20 words will be selected: students will highlight the selected words and write them correctly in their notebooks.** 5. **Partner Work: Partners will check each other’s copy for accuracy in spelling.** | | | | |
| **Gradual Release of Responsibility:**  xModeled  xShared  xGuided Practice  xIndependent | **Speaking & Listening**  **Standards: SL. 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**  **[a.]Follow agreed upon rules for discussions…**  **[b.]Build on others’ talk in conversations by linking their comments to the remarks of others.**  **[c.]Ask for clarification and further explanation as needed about the topics and texts under discussion.**  **I Can Statement(s):**   * **I can identify the challenges and events that effect the characters and their actions.** * **I can understand the character’s problem and identify the solution.**   **Instructional Plan:**   1. **Whole Group: Teacher read aloud: *It’s Mine!,* Leo Lionni.** 2. **Revisit text orally with whole group and model the STORY MAP structure on the anchor chart.** 3. **Special focus on PARTS of a story with emphasis on the CHARACTERS, the PROBLEM, EVENTS, and the SOLUTION** 4. **Use the story theme [sharing, collaboration, friendship] to guide discussion about classroom rules and collaboration.** 5. **Partner/small group: Ask students to work together and discuss some rules or ideas about the best way to solve problems and accomplish goals in the classroom. [informally assess students conversation style]** 6. **Whole Group: Brainstorm classroom rules. Write them on the board in a concise and positive list that will set the standard for the year. [no more than 5!]** 7. **Independent Work: Students will create a “Rule Booklet” which includes the 5 classroom rules- Write the rule and illustrate.**   **[Day Two]**   1. **Whole Group: *Chrysanthemum,* Kevin Henkes: Repeat read aloud and discussion procedure with PARTNERS** 2. **Partner Work: Partners work together to complete the story map [informally assess student work]** 3. **WHOLE GROUP: Share the story map, revise as needed** | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of independent work; participation in discussions; review of rule book; sharing problem/solution activity.** * **Daily review of “I Can” statements** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will begin to explore biographies and stories using book basket selections.** | | **Small group work and partner work to assist students with story map completion, rule book writing, and problem solution activity.** | | | **Vocabulary cards and Story Map Anchor Charts will be posted.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**   * **Assessments for these standards are integrated within the plan.** * **Dibels and TRC assessments will be completed this week.** * **Baseline Writing** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*